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ABSTRACT

This activity book is designed to assist teachers in enhancing preschool children's motor skills, physical development, and social skills, and to build young children's self-esteem. The activities are designed for both disabled and nondisabled children. The first section of the book suggests specific activities in 13 categories of motor skills: (1) body awareness; (2) locomotor activities; (3) balance; (4) tumbling; (5) throwing; (6) catching; (7) kicking; (8) striking; (9) dribbling/shooting; (10) ball rolling; (11) scooters; (12) obstacle course; and (13) parachutes. The second section provides sample lesson plans to develop the specific motor skills. The third section provides sample integrated plans for a month in an effort to adapt physical education to the whole of the child and assist in exploration and understanding of the environment. The fourth section provides sample special activity days and contains a planned mini Olympics to codify what the preschoolers have learned during the year in physical education. The final section consists of miscellaneous activities such as the A to Z's of physical education, recess activities, games, equipment uses and alternate uses, and adaptive uses for household and inexpensive items. Contains a listing of reference sources for further information and sources of creative play activities and suppliers. (SD)

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Early Childhood Motor Skills Information Packet

PS 024998

Presentation by:

Cheri Juelsgaard
Bureau of Special Education
Iowa Department of Education
February 1, 1996

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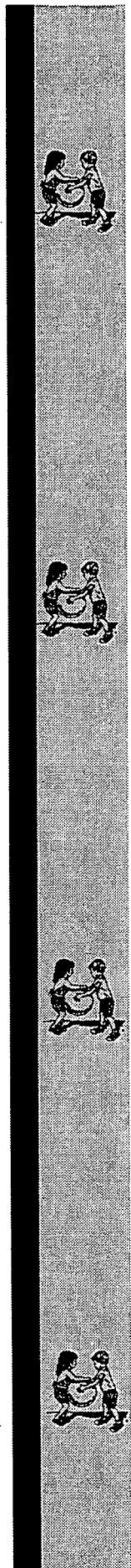


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Suggested Activities

Information source:

Motor Programming for Young
Children Ages 3-5

Rod Ball
Adapted Physical Education
AEA 6

Early Childhood Motor Development

The following activity book is designed for all preschool aged children. The activities are designed so both disabled and nondisabled children can participate. All young children can benefit from motor skills activities. These activities at a younger age will make physical skill participation at an older age more productive. Developing better motor skills will help build the child's self-esteem.

During the school year, social relationships develop during motor activity times; and the more effectively a child can participate, the better chance he/she will develop positive social skills. Motor skills at this age should be very exploratory in nature allowing the students to see how their bodies functions.

Remember These Important Rules:

- Keep things simple and fun.
- Use adapted equipment so everyone can participate.
- Movement is important, allow for free movement.
- Never play games which eliminate students.
- Short activities are important.
- Be creative.

We need to fill a child's bucket of self-esteem so high that the rest of the world can't poke enough holes in it to drain it dry.

— Anonymous

Suggested Categories

- I. Body Awareness**
- II. Locomotor Activities**
- III. Balance**
- IV. Tumbling**
- V. Throwing**
- VI. Catching**
- VII. Kicking**
- VIII. Striking Skills**
- IX. Dribbling/Shooting**
- X. Ball Rolling Skills**
- XI. Scooters**
- XII. Obstacle Course**
- XIII. Parachutes**

Most importantly, be creative. The special needs students may not be able to participate in all activities, but the socialization of the class is very important. Some special needs students may need total assistance to participate. Remember, this is easier to provide at a younger age than it is when they get older.

Suggested Activities for Categories

I. Body Awareness:

The purpose of these activities is to help the child become aware of his/her various body parts, and how they function in the child's environment both independently and as a single, complete working unit. If students are not capable of pointing to body parts, help them out by doing it for them. Put a human body picture on their tray (if they're in a wheelchair) so they can point out the body part.

A. Activities

1. *Body Part Identification:*

A. Simon Says - Play Simon Says and have students point to body parts.

B. Pin Pull - Place clothespins on students' clothing, over various body parts. Students will be asked to remove clothespins from clothing as the various body parts are identified.

2. *Spatial Awareness:*

The purpose of these activities is to help students understand personal space (an individual's own space which no one else should enter), and general space (space which covers an entire area such as a gym in which anyone can enter).

A. Spatial Discovery - Students travel around in both personal and general space using the following concepts:

- a. Tempo/speed - slow, medium, fast
- b. Force - strong, heavy, soft, light
- c. Directions - forwards, backwards, sideways, over/under, through, up/down
- d. Levels - low, medium, high

Example - Have students move around the gym in general space, in forward direction, at a fast tempo.

Allow students free movement so they can explore and discover.

Suggested Activities for Categories

II. Locomotor:

The skills which allow children to travel and to change from one base of support to another are the locomotor skills. It is important to practice the skills of walking, running, hopping, sliding, galloping, jumping, leaping and skipping while controlling the body so it can make intentional starts and stops. It is also important to practice "controlled" locomotor skills to avoid collisions or bumping into each other.

If students are in wheelchairs, allow them to propel themselves around while the others do the skills. If students use walkers, let them participate to the best of their ability. For some students, the teachers may have to push them around.

A. Activities:

1. Use recorded music or drum beats while children are engaged in locomotor movements.
2. Have children pretend they are different animals or machines while doing locomotor movements.
3. Play games that involve locomotor movement.
4. Follow the leader using locomotor movement.
5. Act out stories and rhymes using locomotor movement.

Suggested Activities for Categories (Continued)

III. Balance Activities:

Students with walkers and wheelchairs can follow to the best of their ability from their wheelchairs. Students can be placed on mats and seal walk for balance.

A. Activities:

1. Have students balance bean bags on top of their heads and move in all directions.
2. Practice balancing on one foot standing in personal space.
3. Walk on a line (use tape or jump rope for line).
4. Walk sideways, forwards, backwards on 8", 6", or 4" wide balance beams. Use boards which sit on the floor so students will not be afraid to fall off.
5. Seal Walk - On a tumbling mat, have students walk across on their knees only trying to keep feet off the mat.

Butterflies in the Wind *(Author Unknown)*

*A child is a butterfly in the wind:
Some can fly higher.
But each one flies the best it can.
Why compare one against the other?
Each one is different.
Each one is special.
Each one is beautiful.*

Suggested Activities for Categories (Continued)

IV. Tumbling:

Young children love tumbling activities. Make sure you use mats. All students can log roll with assistance. Use a wedge mat for the students to roll down.

SPECIAL NOTE: Down Syndrome students need to be checked for Atlanto-axial dislocation. This is a disorder of the spine. If a student has Atlanto-axial dislocation, they cannot do activities which stress the neck. These children can egg roll and log roll but should not forward or backward roll.

A. Activities:

1. *Egg Roll* - While lying on their backs, have the students pull their legs to their chest and roll around like an egg.
2. *Log Roll* - While lying flat on a mat with arms extended above their heads, have the students roll over on their sides from one end of a mat to another.
3. *Forward Roll* - Have students get in a squat position and tuck their chin, rolling forward to a seated position. Be sure students always squat and they should not roll on their heads. Spot when appropriate.
4. *Backward Roll* - Have students get in squat position and tuck their chin. Students need to roll backwards using their arms to push through. (Always squat.) Use spotters and avoid rolling or putting weight on their heads.

Suggested Activities for Categories (Continued)



V. Throwing Skills:

The biggest problem with throwing is some students will not be capable of retrieving objects after they have thrown them. Run a strong string through a bean bag or tennis ball. This way you can tie the string to students' wheelchairs or ankles so they can just pull the throwing object back to them after it's been thrown.



Equipment - Bean bags, yarn balls, tennis balls, etc. (Stress opposition - opposite foot forward of throwing hand).

A. Activities:

1. Students underhand throw at targets (throwing boards, hoops, bowling pins, clothes baskets, etc.).

Limit the underhand throwing because it is complicated for young children to often distinguish between underhand and overhand. Underhand throwing skills are important for partners to work on catching skills, and some handicap children may be better suited to underhand throw rather than overhand throw.

2. Students overhand throw for distance (use bean bags or tennis balls).
3. Students overhand throw at targets (throwing boards, hoops, pins, marks on walls; vary the distance from targets).
4. Students throw at suspended beach balls, vary the distance from beach balls.



Suggested Activities for Categories (Continued)

VI. Catching Skills:

Some students may have to use only balloons because they float slower. Also, suspended beach balls work great because the teacher doesn't have to chase the ball all over the place.

Equipment - Bean bags, punch balls/balloons, fluff balls, nerf balls, 8 1/2" or smaller playground balls.

A. Activities:

1. Have students throw balloons/punch balls in the air and catch them before they hit the ground.
2. Have students get partners and play catch with balloons.
3. Have each student throw a bean bag into the air and catch it with two hands. (Make sure students are not throwing bean bags too high.)
4. Have each student get a partner and play catch using bean bags. (Make sure partners are not too far apart.)
5. Have each student use a playground ball and bounce it off the floor, catching it.
6. The teacher has students form a circle. The teacher stands in the middle and bounce passes and throws a ball in the air to each student to catch.
7. Each student gets a partner and bounce passes a ball to each other catching it. (Make sure students are not too far apart.)
8. Each student gets a partner and throws a ball in the air to each other to catch. (Make sure students are not too far apart.)

Suggested Activities for Categories (Continued)

VII. Kicking Skills:

Use balls that are slightly deflated since they don't roll as far. Students in wheelchairs can be placed on the ground to kick. Tie a 5-foot piece of heavy string around the handle of a milk jug and tie the other end around the ankle of the student. Put students on scooters and have them kick.

Equipment - Slightly deflated playground balls and nerf soccer balls. Inside, use the deflated balls because they don't roll all over the place and are easier to control. Nerf soccer balls can also be used inside or outside.

A. Activities:

1. Students kick at a stationary ball.
2. Students step and kick at a ball.
3. Students kick balls at plastic bowling pins.
4. Students form a circle with the instructor in the middle who rolls a ball to students. Students attempt to move the ball by kicking it.
5. Students kick a ball in forward direction to a certain point. (Soccer type.)
6. Students kick to a partner.

Suggested Activities for Categories (Continued)

VIII. Striking Skill:

Equipment - Balloons, punch ball balloons, beach balls, fluff balls, whiffle balls, wrapping paper tubes, any type of whiffle ball bat, playground balls, batting tees, and ping-pong paddles.

A. Activities:

1. Students will strike a suspended beach ball with their hands.
2. Students will bounce a playground ball off the ground and strike it with one or two hands.
3. Students will strike balloons with their hands trying not to allow the balloons to hit the ground. (Each student gets a balloon.)
4. Students will strike balloons with ping-pong paddles trying not to allow the balloons to hit the ground. (Each student gets a balloon and paddle.)
5. Students strike a suspended whiffle ball with a bat.
6. Students strike a whiffle ball or fluff ball off a batting tee using a plastic bat.
7. Students attempt to hit a beach ball pitched from a short distance with a plastic bat.
8. Students attempt to hit a whiffle ball pitched from a short distance with a plastic bat.

B. Activities

- a. Use balloons or punch balls because they float longer and are easier to strike.
- b. Suspend a beach ball from the ceiling by a string so wheelchair students can hit it back and forth. Batting tees work well for striking with bats. You can also suspend whiffle balls from strings to strike with bats and paddles.

Suggested Activities for Categories (Continued)



IX. Dribbling/Shooting Ball-Handling Skills:

For dribbling practice, make sure you use small balls as they are easier to handle. For shooting, use light weight nerf basketballs and lower the baskets or use garbage cans.

Equipment - 8 1/2" Playground balls, Jr. sized basketballs, nerf basketballs, adjustable basketball hoops, and trash cans.

A. *Dribbling Activities* - Use 8 1/2" playground balls or junior-sized basketballs.

1. Students dribble with two hands standing stationary.
2. Students dribble with one hand standing stationary.
3. Students dribble while traveling around the gym.
4. Students dribble and travel down around a cone.

B. *Shooting Activities*:

1. Practice overhand shooting at adjustable baskets or use garbage cans depending on physical ability.



Suggested Activities for Categories (Continued)

X. Ball Rolling Skills:

Ball rolling skills are a great activity for students with mobility problems as it allows them to be seated on the floor to do rolling activities.

Equipment: 8 1/2" playground balls or smaller and nerf soccer balls.

A. Activities

Have students seated on the floor with legs crossed or feet apart.

1. Have students roll a ball at targets like bowling pins.
2. Have students roll a ball back and forth to a partner.

B. Activities

Have students roll a ball while standing bent over, pushing the ball with two hands.

1. Have students roll a ball at targets like bowling pins.
2. Have students roll a ball back and forth to partners.

C. Activities

a. Have children sit on the floor and roll the balls to each other. If students are in wheelchairs and cannot be placed on the floor to roll balls, have them roll balls off a tray on their wheelchair.

b. Wheelchair students can also roll balls at objects from their chairs when objects are placed on lunchroom tables.

Suggested Activities for Categories (Continued)

XI. Scooter Board Activities:

Scooter board activities are a great activity for younger children. They help build strength in all parts of the body, and can be used effectively with handicapped children. There are a wide variety of adaptive scooters on the market. Long scooters work well for wheelchair students who can use their arms. Place students on long scooters either in a prone or supine position and have them hang on to a jump rope, then pull them by the rope.

A. Activities:

1. Students propel across the gym from various positions (stomach, seated, knees).
2. Students move in different directions (forwards, backwards, sideways).

XII. Obstacle* Courses:

Use different equipment and apparatus to add variety to obstacle course.

- A. Balance Beams
- B. Lunch Tables in Gym to go Over and Under
- C. Pins and Cones for Running Obstacles
- D. Poles and Ropes for Jumping Over
- E. Ladders to go Through
- F. Cloth Tunnels
- G. Be Creative

*Remember to use mats for padding where needed.

Suggested Activities for Categories (Continued)

XIII. Parachute Activities:

Special needs students may have to be assisted while moving with the parachute.

A. Activities:

1. Move in circular motion hanging on to the parachute with one hand (skip, jump, gallop, hop, etc.).
2. Have students hang on to a parachute and shake it, making big and small waves.
3. Mushroom - On signal, all students extend arms over their heads keeping a grip on the parachute.
4. Change Places - On signal, students make a mushroom by going under the parachute. The teacher calls students' names to change places.
5. Every One in the Middle - Students make a mushroom with the parachute and on the signal "go," the students go to the middle of the parachute, letting loose of the chute, and allowing it to fall on top of them.
6. Popcorn Popper - Put beach balls or fluff balls on the top of the chute, and have students shake the chute to send the balls flying in the air.
7. Tug of War - Each student grips the chute with two hands and pulls as hard as they can.



Sample Lesson Plans

Preschool Lesson #16

Sample #1

Warm Up:

- | | |
|-------------------|-----------------|
| Butterfly Stretch | Reverse Pushups |
| Bug Hug | Inchworm |
| Stride Jumps | Ankle Rotations |

Equipment:

- | | |
|---------|---------|
| Bases | Target |
| Records | Wand |
| Balls | 2 Cones |
| Basket | |

Emphasis/Skill Area: Walking Challenges

- walk quietly,
- walk loudly,
- walk rocking side to side,
- walk while clapping hands,
- walk clapping hands under thighs as you walk,
- walk like you are in snow,
- walk like you are in mud,
- walk happy,
- walk sad,
- walk mad,
- walk like a soldier,
- walk with high knees,
- walk like you are walking into a stiff wind
- walk, vigorously swinging arms,
- walk and pretend you are bouncing a ball.

Game: Follow the Leader Baseball

All children line up behind home base. One child is the leader and chooses a locomotor movement as he/she goes around the bases with the entire line following. After the line has completed the circuit, the leader goes to the end of the line and the second person in line becomes the leader. The new leader chooses a new locomotor skill and the game continues.

Reference: Dearden, Deborah L., Scoring with Physical Education

Preschool**Lesson #16 (continued)****Move To Music**

Youngheart Records, On the Move with Greg and Steve,
"Warmin Up," Side 2

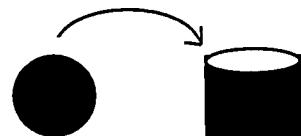
- > Reach and stretch as if pulling on a long rope,
 - Hands on side, rolls head around,
 - Shoulder Shrugs,
 - Swimming,
 - Shake hands out,
 - Flap arms around,
 - Shake hands out,
 - Flap arms around,
 - Hands on waist - bend-front, side, back
 - Shake one leg out,
 - Shake whole body.

Melody House 61, Preschool Fitness, "Gorilla Walk," Side 1

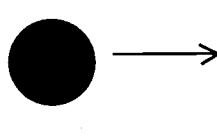
- > Children walk turning feet in and putting weight on outsides of feet.

> Area to Practice/Explore:

Using beach ball, ask children to complete the following:

X

Bounce ball into basket.



Roll ball under pole.



Drop and catch ball into hoop.



Chest pass to a target.



Kick ball into box or basket.

Have each child go through course about 3 times.

Reference: "Wait Until You Hear What We Did in Gym Today" Adapted Physical Education Curriculum/Lesson Plans for Early Elementary and Preschool Children By: Jackie Krough, Heartland AEA

**Sample #2****Example #A***Name:* "Move the Shapes"*Author:* Fiona Connor-Kuntz*Goal/Objective:*

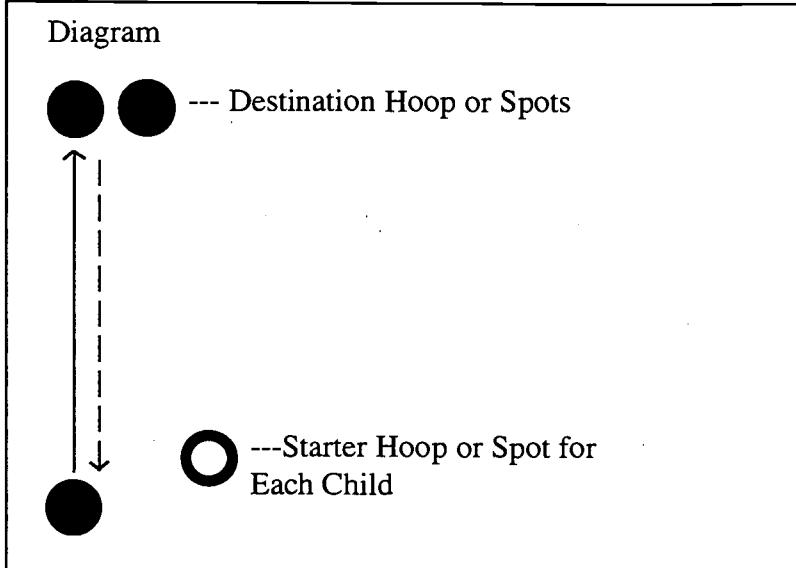
Sustained physical activity and fundamental motor skill practice

Equipment:

Complete set of colored shapes for each child to match (the number can vary for different abilities), hoops

Directions/Description

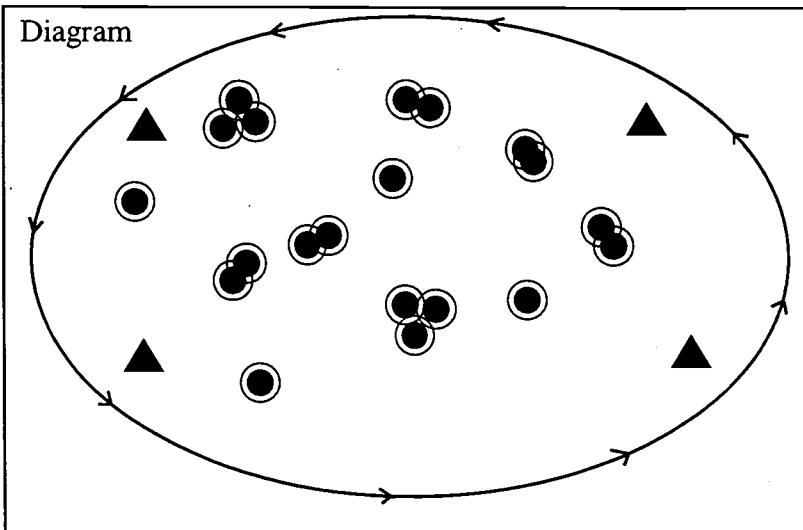
Each child has a set of colored shapes on a spot and an empty hoop some distance away. As asked, they move each colored shape to the empty hoop, movement can be varied and speeding up commands will speed children's movement

**Example #B***Name:* Number-Run*Author:* Jackie Goodway*Goal/Objective*

To develop beginning level skill in locomotor skills. To engage in sustained activity and counting or recognizing shapes.

Equipment

Cones, polyspots/circles, shapes, etc.

*Directions/Description*

Children run around the outside of the gym. In the center of the gym are polyspots in clumps of 1's, 2's and 3's. The teacher calls out a number. The children run to the center of the gym to a set of polyspots that reflects the number the teacher called out. Children put their toe on the set of spots and can share with other children. As soon as the majority of children have done this, the teacher calls out "run" and the children resume running. The process is repeated with another number. VARIATIONS: Children can gallop/skip/jump/hop-slide around the room instead of running.

MOVEMENT IS THE MEDIUM

Activities for Early Childhood



Example #3

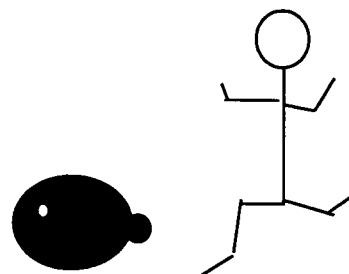
Name: Bell Balloon Chase

Author: Lauren Lieberrnan

Goal/Objective: To increase endurance, locomotor skills, tracking

Equipment: Balloons, bells

Diagram



Example #4

Name: Pop the Bubbles

Author: Lauren Lieberman

Goal/Objective: Move many different ways and try to pop the bubbles

Equipment: Sheets of bubble plastic wrap, bubbles



Directions/Description

Direct the children to pop the bubbles with one foot (hop), two feet (jump), bubbles far apart (leap) or pop bubbles with entire body (log roll).

Diagram

Skip or run



Jump/Hop



Roll



Reference: American Alliance for Health, Physical Education, Recreation and Dance "Adapted Physical Activity Council Preschool Program," MOVEMENT IS THE MEDIUM, March 31, 1995 National Convention, Portland, OR

Sample #3**Example A: Picture Pitch**

Lay laminated pictures out on the floor and have the child toss the ball to the picture that is different. Vary the level of complexity from simple (3 cows and a dog) to more difficult discriminations.

Learning:

- eye-hand accuracy
- eye-hand coordination
- concentration
- visual discrimination
- language concepts: on/off
- pattern recognition
- positional concepts: first/last/middle
- counting
- following directions

Example B: "Shoot" The Ducks

Line up "ducks" along an edge. Let children "shoot" the ducks with squirt guns or spray bottles. When they hit a duck they may perform a motor activity (example: run to the wall). This may be done as a team or individually.

***Learning:***

- eye-hand accuracy
- general body coordination
- counting
- attending skills

Example C: Pick-A-Picture

String a clothesline beside your balance beam at the children's eye level. Use clothespins to hang groups of pictures. As the child walks the balance beam sideways, have him/her take the one that is different. Vary the level of difficulty by the degree of discrimination.

Learning:

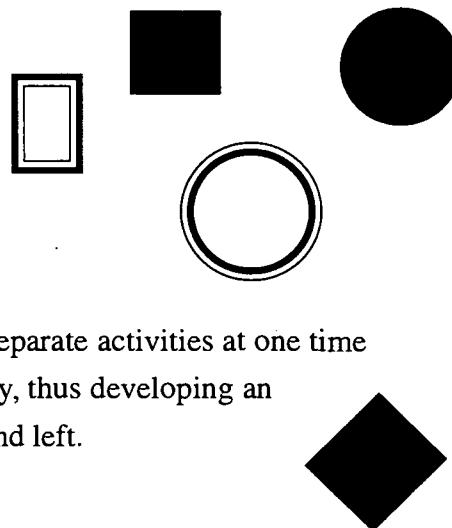
- balance
- develop direction
- position in space
- visual discrimination
- develop laterality
- problem solving
- following directions
- gaining control over dominate and non-dominate sides of the body

Example D: Shape-up

Have the child name shapes held in front of him/her while walking the balance beam.

Learning:

- balance
- shape identification
- color identification
- expressive language
- size differentiation
- requiring the body to complete 2 separate activities at one time
- awareness of both sides of the body, thus developing an inner knowledge of right and left.

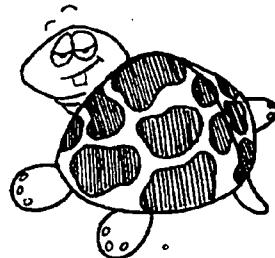


Example E: Safari Jump

Trace large pictures of animals each on different pieces of colored paper. Cut up body, head, legs, tail. String them on a string with clothespins. Have the child jump to reach the different parts of the puzzle. Let him put it together to make the new animal (may have picture of complete animal to assist some children).

Learning:

- balance
- general body coordination
- eye-hand coordination
- visual memory
- visual discrimination
- language concepts alike/different
- color discrimination
- visual motor integration
- expressive language
- receptive language - naming parts

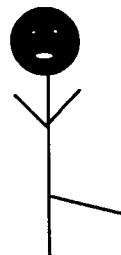


Activity: Body Charades

Take photographs of a child in different positions (i.e. beside a table, standing on one foot, etc.). Have the child name the positional concept and imitate the position and motor skill.

Learning:

- visual memory
- expressive language
- balance
- language concepts beside, under, on right-left

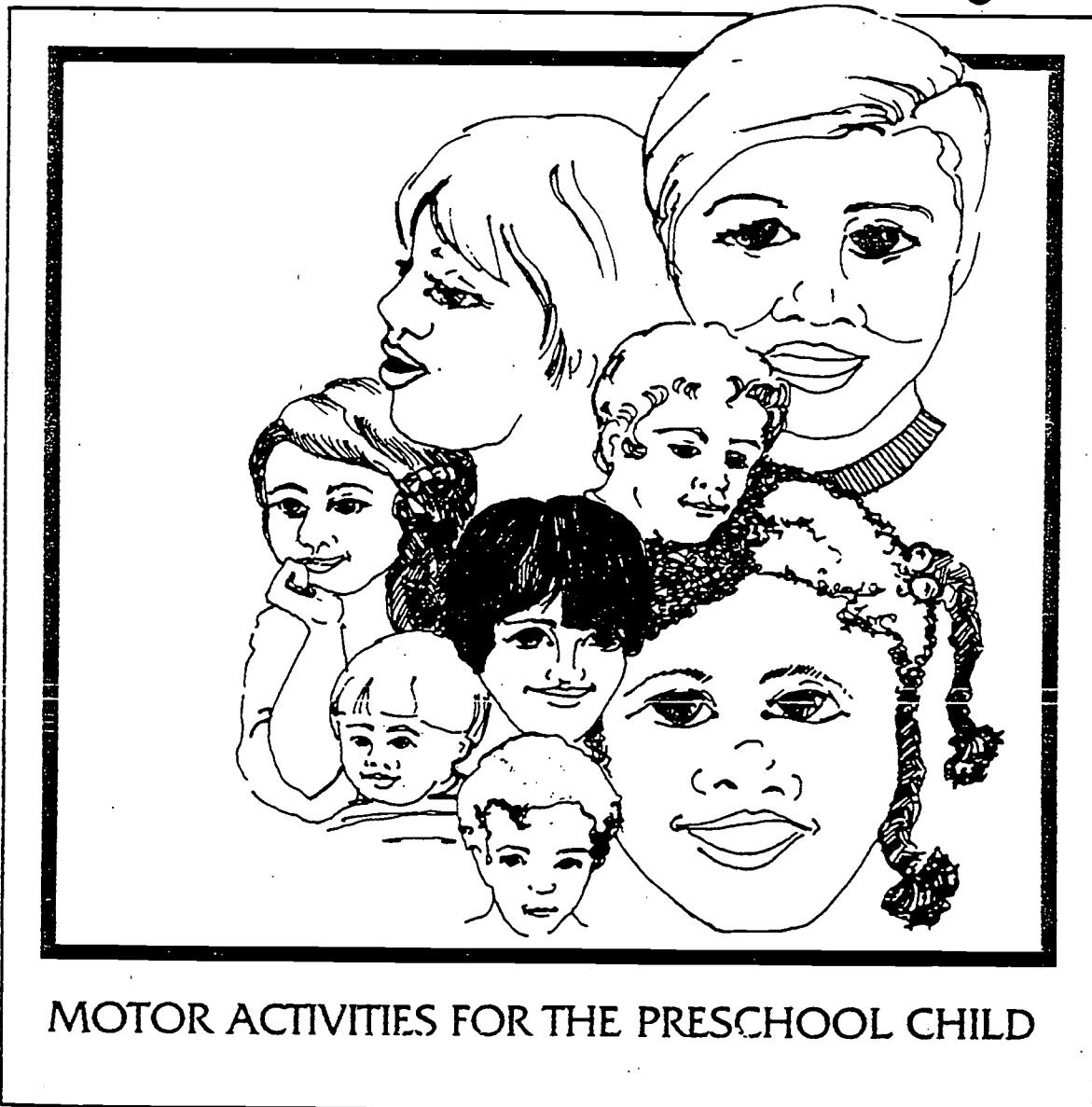


Reference: "Project Active" NDN National Diffusion Network
U.S. Department of Education

Sample: Integrated Unit Plan



YOU'RE A ONE-OF-A-KIND Kid



MOTOR ACTIVITIES FOR THE PRESCHOOL CHILD

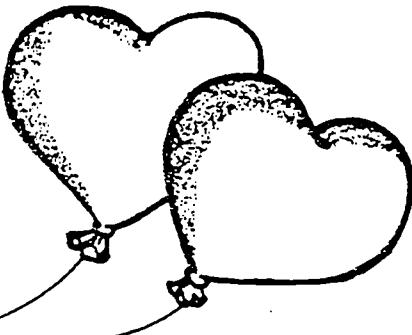


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FEBRUARY

HEART-Y MOVES



MOTOR ACTIVITIES FOR THE PRESCHOOL CHILD



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1988-1989

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Motor Activities for the Preschool Child

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1988-89

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29c

AN INTEGRATED APPROACH TO SERVING THE NEEDS OF PRESCHOOLERS IN ADAPTED PHYSICAL EDUCATION

Movement education is basic to all learning. From infancy, movement experience is fundamental to growth and a vital part of sensory motor development. It is the key to exploring and understanding the environment. However, movement education is not restricted to the physical education class period. A child moves and learns in the functional environments of classroom, playground, community, and home.

Adapted physical education, therefore, is broadening its focus to take into account the "whole, moving" child. This and nine companion monthly teaching guides have been planned to implement expansion of the traditional skills-based physical education program for preschool children to provide a more integrated approach to movement education.

Effective environments for young children promote play and exploration as vehicles for teaching and learning. Experimental learning, by which children actively participate in exploring their environment and in "learning how to learn," is a critical element of the activities in the new guides. The activities provide opportunities for both structured and spontaneous learning and for child- and teacher-directed experiences. Wherever possible, skills are generalized to other areas through integrated learning across the curriculum. This reinforces what the child is learning in a multisensory way and involves the child as an active participant.

The goal of the integrated approach to adapted physical education for preschoolers is to empower children to be in control of their own lives, to feel good about themselves, and to experience joy, as much as is possible. Attainment of this goal depends on the APE teacher and the classroom teacher working together. The teacher must always ask, "What is it I want the children to learn? What is the value to the child?"

The descriptions of motor activities for preschool students in this publication have been prepared by the following persons: Lauriel Adsit, adapted physical education specialist, San Diego City Schools (SDCS); Jean Bilotta, adapted physical education specialist, SDCS; Jan Jensen, adapted physical education specialist, SDCS; Pam McIntosh, special education preschool teacher, SDCS; Jeff Phillips, adapted physical education specialist, SDCS; Alan Richmond, adapted physical education resource teacher, SDCS; Carol Stevens, special education resource specialist, Lemon Grove School District; and Kristin Zink, community college child development instructor, Mesa Community College.

EXERCISES

WAKE-UP CALL

Tell students they are going to pretend they are just waking up from a very nice sleep, and that they should think of all the different ways they can stretch and twist their bodies to get ready for the day. Say:

- *Curl up like a ball, so very small. (Ring the wake-up bell.)*
- *Stretch one arm above your head.*
- *Now stretch the other arm.*
- *Now stretch one leg out straight.*
- *And then stretch the other just as straight.*
- *Now stretch your whole body as big as you can.*
- *Roll onto your stomach and stretch again.*
- *Lift up on all fours, and on your knees.*
- *Stretch your arms again, and what do you see?*
- *One foot on the floor, then stand up with the other, and stretch that body as big as ever.*
- *You stretched so well that now you're tired.*
- *You should lie down again and curl up in a ball, and retire.*

SHOVELING SNOW

Materials: Confetti made from white tissue paper (optional)*
Toy shovels (optional)*

Seat students on the floor with their legs out straight. If confetti "snow" is used, sprinkle some over and around each student. Say: You are sitting on the ground, completely covered with snow. Brrrr, it's getting cold. We'd better get rid of all that snow. First, brush the snow off the different parts of your body—head, ears, shoulders, arms, hair, elbows, stomach, legs, knees, hands, fingers, feet and toes.

Now, pick up your (pretend) shovel, shovel up the snow on each side of your legs, and throw the snow over your shoulder. You can also toss the snow under your leg or arm, out to your side, and at a friend. Try putting the snow on a body part and brushing it off again. Also, try shoveling with just one hand and switching hands later.

*Teachers who add the realism of confetti snow to activities such as this report that students are delighted with the idea and exercise more actively.

VALENTINE CRAWL/TRAIN

Materials: "Little Red Caboose" or other train record (optional)

Small bell attached to a yarn or elastic loop, one for each student (optional)

Seat students on the floor with their legs out straight. Give each student a bell bracelet (if used) to fasten around an ankle.

Tell students to pretend to be trains and rock from side to side, moving one leg forward at a time. If all goes well, have students form a line and make a long train by each grabbing the ankles of the person behind.

THE GROUND HOG

Tell students they are going to play a game in which they pretend to be ground hogs that have awakened from a long winter's nap and are ready to take a peek outside their holes to see if spring has arrived. Explain how to play the game:

1. Students kneel with their bodies tucked into tight little balls and wait for the teacher to say: *Ground hog, ground hog, come out to meet the spring.*
2. When students hear this, they straighten up on their knees, hold their heads up high, look all around, and say: *I see my shadow and it frightens me. Gosh, oh gee, I need to wait for spring, you see.*
3. Student ground hogs go back into their holes (kneel and tuck into tight little balls again) and wait another six weeks for spring to arrive.

SNOWMAN FALL AND ROLL

Materials: Blanket or mat

Conduct this activity in the classroom on a mat or blanket, or outdoors on the grass or a blanket.

Tell students they are big, big snowmen who love to roll in the snow. When the teacher or a friend gives them a gentle push, they are to fall down and roll upon the snow.

OPENING MOVEMENTS

In this section and throughout the guide, many activities relate to community service workers such as firefighters and police officers. Badges and hats will add to the fun and realism of these activities.

Make badges by smoothing aluminum foil over pre-cut cardboard shapes, and stapling. Attach them to students' clothing with masking tape. Directions for making firefighters' hats are in the "Arts and Crafts" section of Expanding the Plan.

FIREFIGHTERS' LADDER CLIMB

Say: *Pretend you are a firefighter climbing up your ladder. You can climb up...down...slow...fast...use giant steps...use baby steps.*

Other activities that can be coordinated with the ladder climb are the "Five Little Firefighters" fingerplay and the "I Am a Firefighter Small" poem, below, and making firefighters' hats, decorating fire engines, and drawing fire pictures, described in the "Arts and Crafts" section of Expanding the Plan.

Extend this and other firefighter activities by furnishing equipment to use outdoors, such as plastic fire hats and pieces of hose, to stimulate dramatic play.

FINGERPLAY: FIVE LITTLE FIREFIGHTERS

Demonstrate this fingerplay and have students follow along:

Five little firefighters sit very still.

(Hold up five fingers.)

Until they see a fire on top of the hill.

Number one rings the bell, ding-dong.

(Bend down thumb.)

Number two pulls two big boots on.

(Bend down pointer finger.)

Number three jumps on the fire engine red.

(Bend down middle finger.)

Number four puts a fire hat on head.

(Bend down ring finger.)

Number five drives the big truck to the fire.

(Bend down little finger.)

Whooo-oooo! Whooo-oooo! Hear the fire truck say,
(Put hands to mouth and imitate a siren.)
"All of you cars, get out of our way."

Shhh! goes the water from the fire hose spout,
(Rub hands together.)
And quicker than a wink, the fire is out.
(Clap hands.)

POEM/PANTOMIME: I AM A FIREFIGHTER SMALL

Conduct this activity while students are standing:

I am a firefighter small.
(Point to self.)

I hear the fire bell call.
(Cup hand to ear, as if listening.)

I put on my boots, my coat, and my hat.
(Pantomime actions.)

And I jump in my fire truck tall.
(Pretend to jump.)

I whirl my truck about,
(Turn in a circle.)

"Where's the fire?" I shout.
(Put hands to mouth and say line in a loud voice.)

Then I pull out the hose.
(Pantomime action.)

And I squirt, squirt, squirt,
Until the fire goes out.
(Pretend to hold hose. As the fire goes out, slowly sit down.)

Duplicate and distribute Take-Home Activity 1, page 17. Students may color the firefighter picture at school or at home and recite the poem and perform the actions with their parents.

WASHINGTON'S APPLE TREE

Materials: Slice of apple for each student (optional)
Drawing paper and paint or crayons (optional)

Tell students that when George Washington, the first President of our country, was a boy, he chopped down an apple tree. Say: *Pretend you are George and chop, chop with your axe to try and chop down an apple tree. Chop fast...slow...from overhead...from one side...from the other side.*

Optional: Tell students that after a job well done, (a) they can share a taste of apple with their friends, or (b) paint a picture of an apple tree.

SONG/PANTOMIME: PETER HAMMERS

Tune: "What Are You Wearing?"

Teach students the following song and actions. Students may make pounding motions or accompany themselves with instruments constructed for the "Rhythm Sticks" activity in the "Music and Rhythms" section of Expanding the Program.

Peter works with one hammer, one hammer, one hammer,
All day long.

(Pound with one fist.)

Substitute different students' names for other verses:

_____ works with two hammers...

(Pound with two fists.)

_____ works with three hammers...

(Pound with two fists and one foot.)

_____ works with four hammers...

(Pound with two fists, two feet.)

_____ works with five hammers...

(Pound with two fists, two feet, head.)

_____ is very tired now, tired now, tired now.

_____ is very tired now, all night long.

(Rub eyes, then lay head on hands, as if asleep.)

FINGERPLAY: FIVE STRONG POLICE OFFICERS

Demonstrate this fingerplay and have students follow along:

Five strong police officers standing by a store.

(Hold up five fingers on one hand.)

One became a traffic cop, and then there were four.

(Bend down thumb.)

One took home a lost child, and then there were three.

(Bend down pointer finger.)

Three strong police officers dressed all in blue.

One stopped a speeding car, and then there were two.

(Bend down middle finger.)

Two strong police officers--see how fast they run!

(Move fingers in running motion.)

One caught a crook, and then there was one.

(Bend down ring finger.)

One strong police officer saw smoke one day.

He called the firefighters, who put out the fire right away.

GROSS MOTOR ACTIVITIES

ICE SKATING

Music: Tape or record of music suitable for skating

Have students take off their shoes. Say: *Pretend you are a beautiful or handsome ice skater gliding gracefully across the ice. Sometimes you go fast...slow...bend down close to the ice...jump...leap...twirl...dance. The pretty music always makes you feel so grand.*

SNOWBALL THROW

Materials: Yarn balls, nerf balls, or balls made of tissue paper, crumpled and taped (optional)

Pair students and tell them they are going to throw pretend snowballs at each other. Say: *Use imaginary snow and make yourself a snowball, big or small. When you are ready, throw it and see if you can hit your friend. Or maybe your friend will catch the snowball and throw it back at you. Have a fun time!*

THESE BOOTS ARE MADE FOR...

Materials: Large box filled with shoes and boots, with pairs fastened together

Have each student pick a pair of shoes or boots. Say: *Try on the shoes or boots. Who do you think would wear them? A mother? A father? Mail carrier? Police officer? Doctor? Nurse? Teacher? Try to walk like that person. Take big steps...little steps. Stamp your feet...walk on quiet feet.*

FOLLOW THE POLICE OFFICER

Pick a leader from the class and have the other students line up behind the leader, each one with hands on the shoulders of the person in front. Say: *Follow your leader around the room and pretend you are all police officers watching your town. You can talk about who is in front of you and who is behind you.*

If students walk together well, direct them to walk backward or sideways.

VALENTINE MAIL CARRIER

Tune: "Mary Had a Little Lamb"

Tell students that the mail carrier loves to deliver all the beautiful Valentines every February and needs help to sing his song. Have students follow the words and the actions:

Will you be my Valentine,
Valentine, Valentine?

Will you be my Valentine,
All around the town?

Will you please come jump with me,
Jump with me, jump with me?

Will you please come jump with me,
All around the town?

Will you please come clap your hands,
Clap your hands, clap your hands?

Will you please come clap your hands,
All around the town?

Will you please come jump and turn,
Jump and turn, jump and turn?

Will you please come jump and turn,
All around the town?

EXPANDING THE PLAN

Additional Activities and Ideas

Arts and Crafts

BUILDING MATERIALS COLLAGE

Materials: Cardboard or styrofoam tray for each student

Collage materials: materials for buildings, such as
wood scraps, styrofoam squiggles, bottle caps,
empty thread spools, wire scraps

Glue

Tell students that all the buildings in the community were made by people working together; carpenters, plumbers, electricians, bricklayers, and plasterers are just some of the people who work hard to build a city.

Give each student a tray for a base, and provide glue. Let students choose materials and build their own collage cities.

TRAFFIC SIGNALS

Materials: Pre-cut red, yellow, and green construction paper circles

Egg carton top for each student and the teacher
Paste

Make a model of a traffic signal by pasting a red, yellow, and green circle in an egg carton top. Color the carton black, if desired.

Display the model and tell students that traffic signals are important because they tell us when it is safe to cross the street. Cars, trucks, and busses all must stop when the traffic signal turns red.

Hold up the appropriate colored circle as you say each line of the following poem:

Red on top,
Green below,
Red says stop,
Green says go.
Yellow says wait,
Even if you're late.

Seat students at the art table and have them paste the colored circles in the correct order in egg carton tops to make their own traffic signals.

TAKE-HOME TRAFFIC SIGNALS

Materials: Take-Home Activity 2, one for each student
Red, yellow, and green crayons

Duplicate and distribute Take-Home Activity 2, page 19. Talk with students about the meanings of the colored lights on traffic signals. Teach students the poem in the Take-Home activity:

Red light, red light—what do you say?
I say "Stop" and stop right away.

Yellow light, yellow light—what do you mean?
I mean "Wait" until the light turns green.

Green light, green light—what do you say?
I say "Go" but first look both ways.

Thank you, thank you, red, yellow and green
Now I know what traffic lights mean!

Distribute red, yellow, and green crayons and have students color the traffic signal circles, or tell students to color the circles at home and recite the poem with their parents.

STOP SIGNS

Materials: Tag or cardboard stop sign templates made from pattern on page 21
Red construction paper
Brown construction paper handles or a tongue depressor for each student
Scissors
Glue

Make one or more stop sign template(s) by tracing the pattern on page 21 on tag or cardboard, or duplicate a class set of the pattern on red construction paper.

Tell students that today they will make stop signs. These signs tell drivers to stop and look both ways before going on.

Help each student draw around the template to make a stop sign outline on red construction paper, and cut out the figure, or give each student a duplicated outline to cut out. Print, or have students print STOP in large letters across the stop signs. Help students glue tongue depressor or brown construction paper handles to their signs.

Direct gross motor activities in the classroom or outside with the signs, or let students use the signs outside with their tricycles.

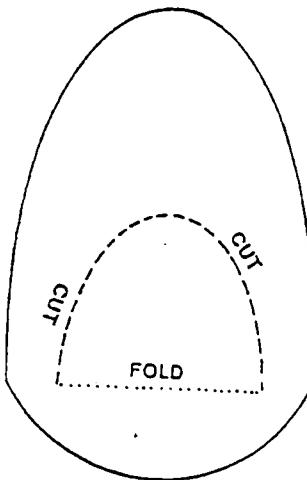
FIREFIGHTER HATS

Materials: Pattern for firefighter's hat (See model, right.)

Firefighter's hat outline made from pattern, or

cutout made from pattern for each student

Glue, scissors, crayon



Make a pattern for a firefighter's hat large enough to fit a child's head. Trace a class set of the pattern on construction paper. Be sure to include the cutting line and fold line inside the pattern.

Tell students that there are many helpers in our community. One group of helpers—firefighters—is very important. Ask students to tell something about a firefighter's job. Say: *Today you can make firefighters' hats and pretend to be firefighters.*

Cut out, or let each student cut out the hat outline. Help students cut along the inside curved cutting line and fold up the front of the hat. Have each student choose a number, and write it on the folded-up hat front.

Let students wear their hats during firefighter-related activities in Opening Movements or for dramatic play indoors and out.

FIRE ENGINES

Materials: Pre-cut outline of a fire engine for each student

Pre-cut black circles, two for each student

Crayons or felt pens

Paste

Distribute a fire engine outline and two black circles to each student. Tell students to decorate their fire engines with crayon or felt pens and paste on the black circles for wheels.

FIRE PICTURES

Materials: Drawing paper

Orange, red, yellow, and white paint or fingerpaint

Tell students that sometimes a fire can be helpful: fire in a fireplace keeps us warm; fire on the stove cooks our food. Say: *Who has seen a fire? Where? Today you can paint a fire picture. What colors would you use for a fire?*

Give students paints and paper, and supervise the painting activity.

Music, Rhythms, and Fingerplays

FINGERPLAY: HOW MANY VALENTINES?

Lead the following fingerplay:

Valentines, Valentines,
How many do you see?
Valentines, Valentines,
Count them with me:

One is for Father,
(Hold up thumb.)
One is for Mother,
(Hold up pointer finger.)
One is for Grandma, too.
(Hold up middle finger.)
One is for sister,
(Hold up ring finger.)
One is for brother,
(Hold up little finger.)
And here is one for you.
(Make a heart shape with thumbs and pointer fingers.)

SMOKEY THE BEAR

Teach students the traditional "Smokey the Bear" song:

Smokey the Bear, Smokey the Bear,
Prowling and a-growling and a-sniffing the air.
He can smell a fire before it starts to flame,
That's why they call him Smokey and that's how he got his name.

CHANT OR SONG: LOVE IS SOMETHING

Materials: Rhythm sticks (Optional; see next page.)

Teach students "Love Is Something" as a chant or song:

Love is something if you give it away,
Give it away, give it away,
Love is something if you give it away,
You'll end up having more!
It's just like a magic penny,
Hold it tight and you won't have any.
Lend it, spend it, and you'll have so many,
They'll roll all over the floor.
For love is something if you give it away,
You end up having more.

RHYTHM STICKS

Materials: See directions for each instrument.

Songs like "Smokey the Bear," above, or "Peter Hammers" in Opening Movements are more fun to sing if students accompany themselves with simple rhythm sticks. Provide them with materials for making sticks, or simple items to use as sticks, and let them hit the sticks together in rhythm as they chant or sing.

Paper Rhythm Sticks. Choose construction or other sturdy paper appropriately sized for students' hand strength. Distribute two sheets of paper to each student. Let students decorate their papers with crayons or felt pens. Roll each sheet of paper into a long tube, and tape securely.

Paper Tube Rhythm Sticks. Give each student two toilet paper or paper towel tubes to use as rhythm sticks. If it is too difficult for small children to grip these, cut them smaller and tape for durability.

Rhythm Stick Variations. Almost anything can be used for rhythm sticks: two dowels, two wooden spoons, or? By using different items as rhythm sticks, students can experience a variety of sounds.

Games

FIVE BROWN BUNS

Materials: Flannel board

Five brown buns and six pennies made from felt or pellon

Place felt or pellon buns and pennies on a flannel board. Distribute felt pennies to six students. As their names are called in the following poem, have each one come to the flannel board, place a penny on the board (or hand it to you), and take a bun. When the first round is done, have the student who still has a penny, but did not get a bun, start the next round and choose five other students to play. Continue until all students have had a turn.

There are five brown buns in a bakery shop,
(Hold up five fingers on one hand.)

That are big and round and have sugar on top.

(For "big," move arms in a big motion; for "round," trace a circle in the air; for "sugar," pretend to sprinkle sugar.)

Along came _____ with a penny to pay.

(Hold up one finger and walk it along to the hand with the fingers up.)

She (He) got one bun and took it away.

(The student named places a penny on the board and removes a bun.)

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VALENTINE RUG GAME

Materials: Six to eight construction paper hearts

Cut six to eight heart shapes from construction paper. Write a sequence of several directions on the back of each heart, for example: Touch your ear, turn around, and sit down. Walk around the table, touch something red, and sit back down in your place.

Seat students in a circle and place the hearts in the center. Have students take turns choosing hearts. Read each student's instructions and let the group judge how well the student follows them.

Community Service Workers

GUEST SPEAKERS

Invite representatives of community service occupations to visit the classroom and tell about their work, for example: a firefighter, police officer, or mail carrier. Perhaps a parent with an interesting occupation, such as a carpenter or baker, could describe his or her work to the class.

FIRE SAFETY

Phone the Institute for Burn Medicine, 291-4764, and arrange for a puppet show to teach students fire safety.

Cooking

PEANUT BUTTER BALLS

Materials: Ingredients for peanut butter balls:

- 1 cup smooth peanut butter
- 1 cup nonfat dry milk
- 1/4 cup raisins
- 1/4 cup honey
- 1/2 cup coconut (optional)
- Sesame or sunflower seeds (optional)

Tell students they are going to make peanut butter balls, and that the balls contain lots of protein that firefighters and police officers need to build muscles.

Let students help measure ingredients into a bowl and mix. Show them how to form balls with the mixture. If the mixture is very sticky, lightly dust students' hands with flour before they roll the balls. Roll in sesame or sunflower seeds, if desired.

CHEESE PUFF SANDWICHES

Materials: Sandwich ingredients:

- 8 slices sourdough, French, or rye bread
- 3 eggs
- 3 cups shredded swiss cheese (about 1/2 lb.)
- 1/2 cup half-and-half or milk
- 1/4 teaspoon salt
- Pepper and paprika to taste

These sandwiches can be made ahead and refrigerated until ready for baking.

Beat eggs until light. Mix in milk, salt and seasonings. Add shredded cheese and stir well. Add more milk, if necessary, to give mixture a consistency that is easy to spread, but not too thin. Spread mixture on single slices of bread. Bake in a hot oven or broil until cheese puffs up. Serve immediately for best taste.

Before baking or broiling, tell students that many community helpers must eat on the run, and that this nutritious sandwich is just right for a quick meal.

I AM A FIREFIGHTER SMALL

I am a firefighter small.

(Point to self.)

I hear the fire bell call.

(Cup hand to ear, as if listening.)

I put on my boots, my coat, and my hat.

(Pantomime actions.)

And I jump in my fire truck tall.

(Pretend to jump.)

I whirl my truck about,

(Turn in a circle.)

"Where's the fire?" I shout.

(Put hands to mouth and say line in a loud voice.)

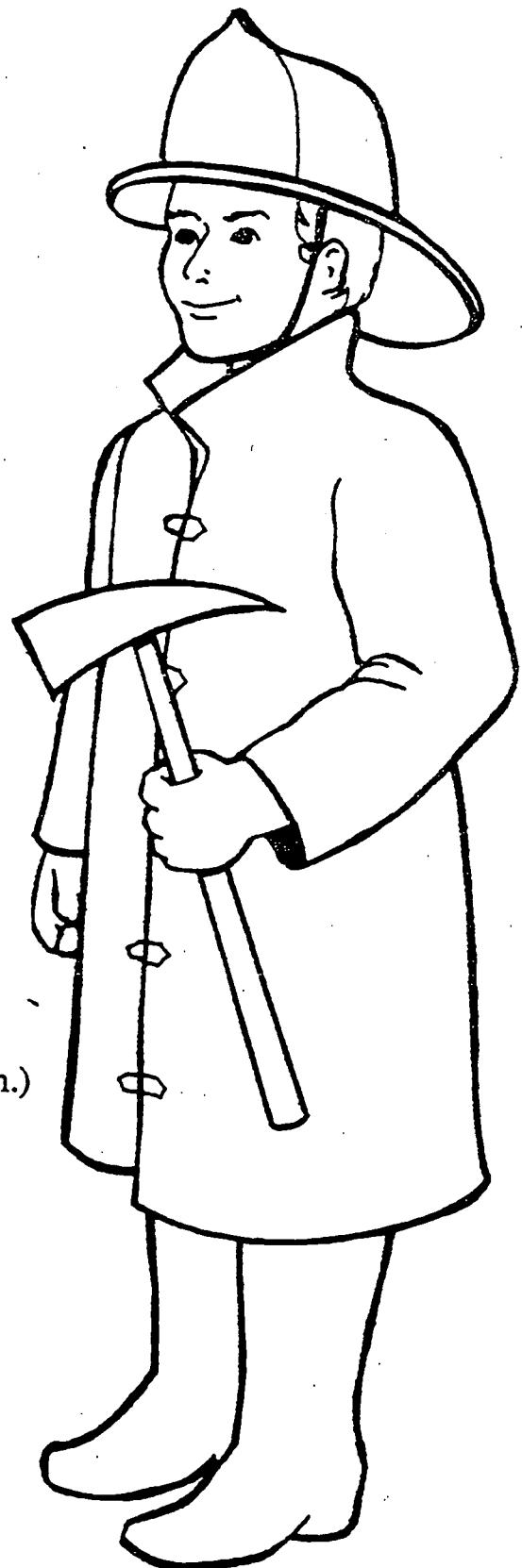
Then I pull out the hose.

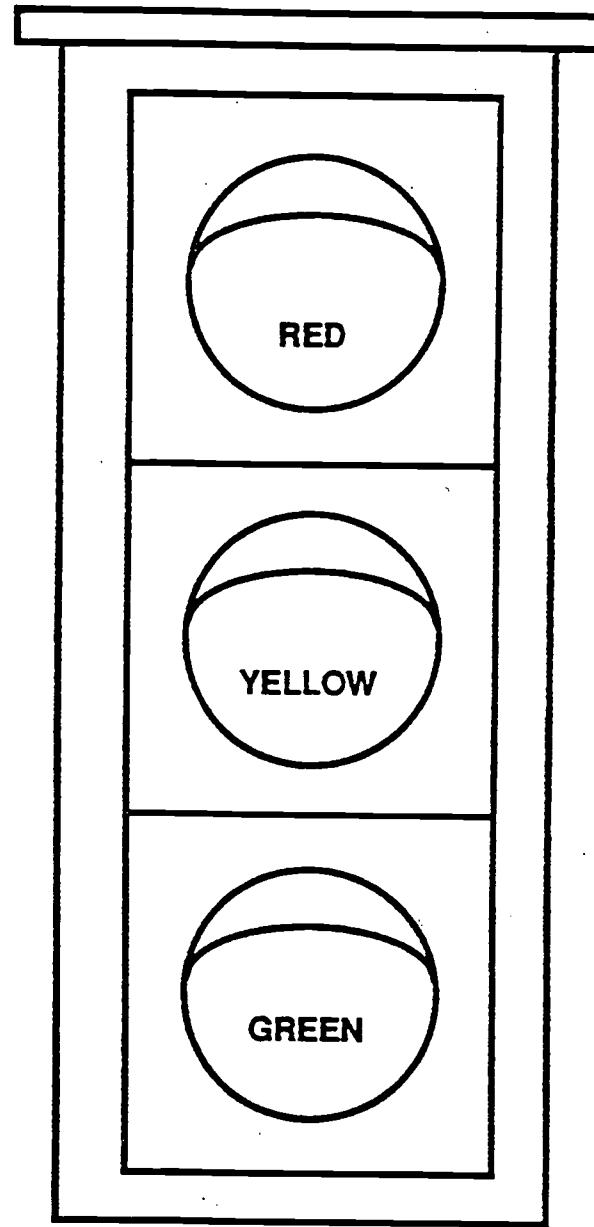
(Pantomime action.)

And I squirt, squirt, squirt,

Until the fire goes out.

(Pretend to hold hose. As the fire goes out, slowly sit down.)





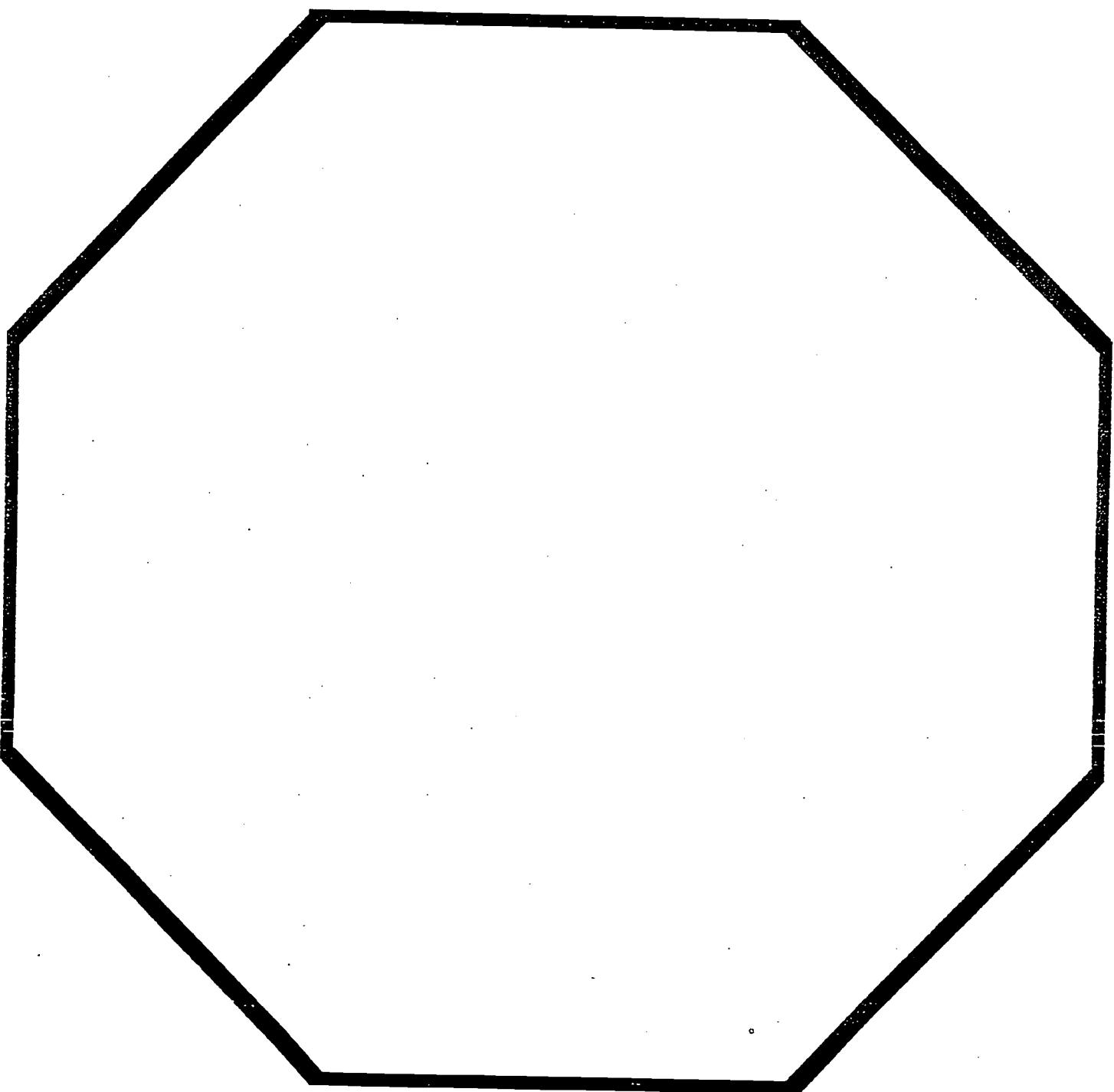
Red light, red light—what do you say?
I say "Stop" and stop right away.

Yellow light, yellow light—what do you mean?
I mean "Wait" until the light turns green.

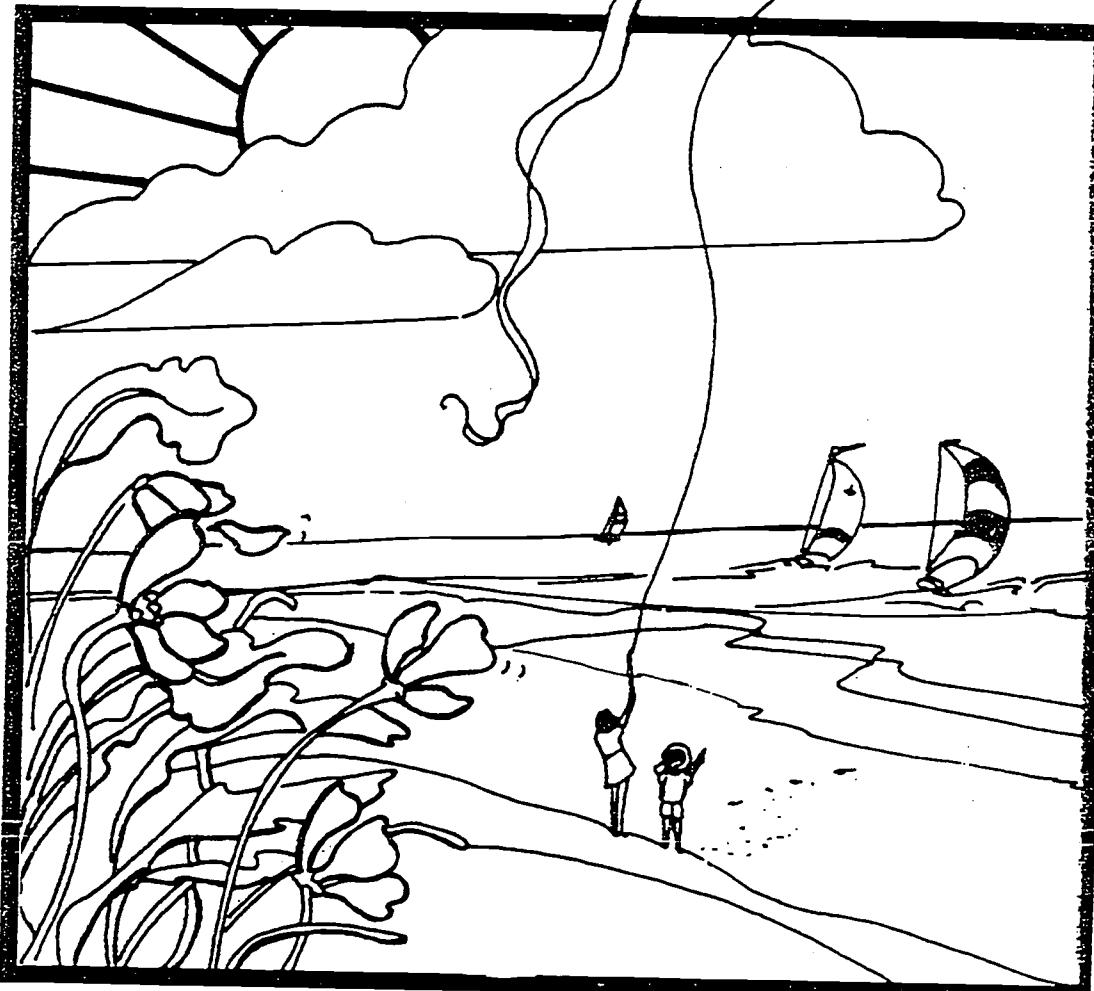
Green light, green light—what do you say?
I say "Go" but first look both ways.

Thank you, thank you, red, yellow and green
Now I know what traffic lights mean!

HEART-Y MOVES – FEBRUARY
STOP SIGN PATTERN



Spring Antics



MOTOR ACTIVITIES FOR THE PRESCHOOL CHILD



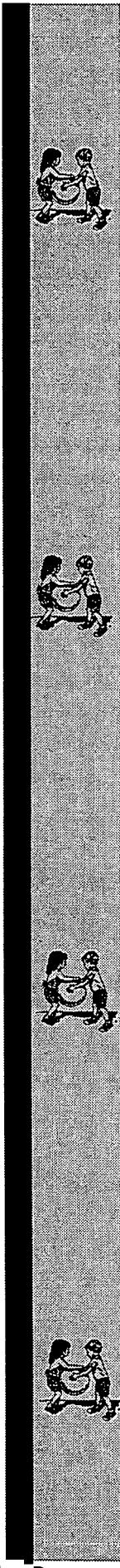
San Diego City Schools
San Diego, California
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Sample Special Activity Days



Preschool Lesson #28 to #32



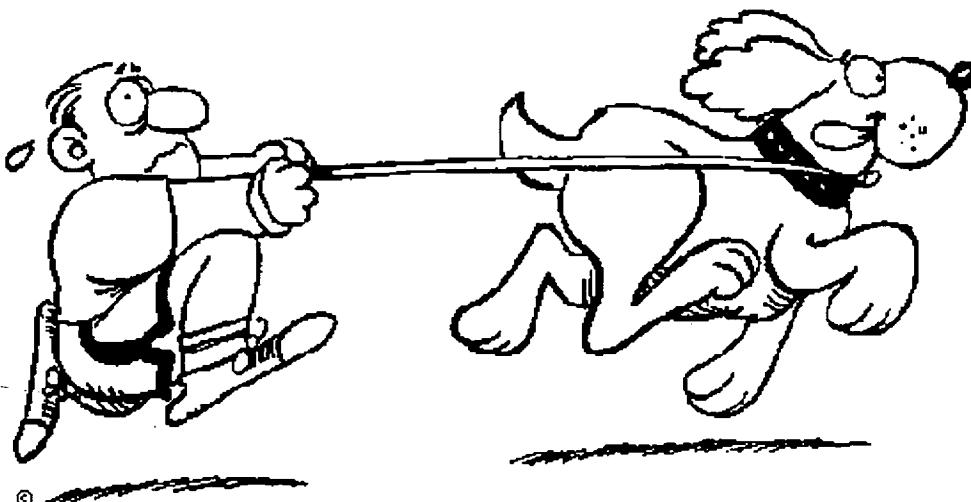
The last four to five sessions during the year are devoted to practicing for what we call Mini Olympics. The purpose of Mini Olympics is to communicate what the children have learned in Physical Education during the year, the kinds of activities we work on and activities parents could do at home with their children. The target audience is primarily parents. However, it is also a good time to get administrators involved. Sometimes we invite other elementary students to be spectators. It adds to the excitement for the preschoolers.

The event is planned something like this: As the Adapted Physical Education teacher, I plan the events, make score sheets and programs, and write up the invitations. We used "track and field" activities for several years. Now we are branching out into other skills. Last year we used baseball and this year we are using basketball. Following are some samples of score sheets and programs from previous years.

The preschool teachers practice the events with the children, plan snacks and decorations, and send out the invitations. The teachers have also worked it out so the children could have matching t-shirts, or buttons, etc.

Each year we change how we do Mini Olympics to make it a little new and different. We always try to involve the parents in some activities. Sometimes we take pictures or show a videotape of the children at swimming. The response to Mini Olympics has always been a positive one. The parents are amazed at what the children can do! It is an excellent way to end the school year.

Reference: "Wait Until You Hear What We Did in Gym Today" Adapted Physical Education Curriculum/Lesson Plans for Early Elementary and Preschool Children By: Jackie Krough, Heartland AEA

Sample #1

**Hurry! Don't miss the 1996
"Your School Name"
Mini Olympics**

**Thursday, May 2
Time: 3 p.m.**

Parents and family members:

Join us for games, fun and food at our annual Mini Olympics. Your child is anxious to show you the fun activities they have learned this year. We hope you can join us for this special day!



Come Have A *Rooooarrring* Good Time With Us!

1996 "Your School Name" Mini Olympics

Welcome!

Introduction: Warm Up Dance Presented by Children

Activities:

- Tennis ball throw
- T-Ball hit for distance
- Medicine ball roll
- Soccer ball kick to pins
- Throw for accuracy
- 50 yd. dash time

Parent-Child Obstacle Course

Group Games

Date: _____

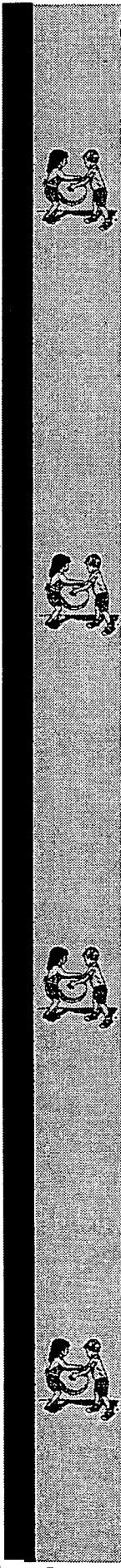
Time: _____

Place: _____

*Why: To promote togetherness
and Physical Education skills.*

Sample #3

Name: _____ Total Score: _____



LOOK

At What We Can Do!

*Welcome!**Introduction: "Mousercise, Boogie Woogie Bear"***Activities:**

Tiger Throws _____

Throw for Distance _____

Standing Long Jump
(or number of times jumped
or distance rolled in chair) _____Kick Ball For
Distance Down Lane _____

50 Foot Dash _____

Obstacle Course _____
(crawl through tunnel, move scooterboard 25 ft., go under pole,
go around cone, back to beginning).**Join us for Parachute games (audience participation).****Snack***Parents and Friends: We're glad you are here!*

Sample #4**Special Events Score Sheet**

Name: _____

School: _____

WINNER!*We're All Winners!***EVENTS!!!**

Throw for distance: _____

Throw for accuracy: _____
(1 pt. for a hit and 5 pts for a home run!)Rebound Toss: _____
(# in basket)Scoop Catch: _____
(# of catches out of 10)Obstacle Course Baseball Run: _____
(Time it takes to complete run around bases)

Way to go!!!

Parent Child Activities

Team Baseball

Display

Miscellaneous Information

?? QUESTION ??

“When do I have time to fit movement activities into my already packed daily schedule?”



Suggestions:

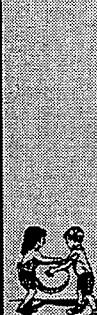
- **Greeting Time** (morning circle).

Give a beat to each other's names and repeat in unison. Also can be done with feelings (happy, funny, sad, etc.), days of the week, pets, etc., whatever the morning greeting time is focusing on.



- **Clean up Time:**

When the children are cleaning up, have them speak rhythmically. Example: "We are the clean-up kids." "We're putting away the toys" (Farmer in the Dell tune) Make up your own chant to fit the situation.



- **Recall Time:**

Example #1: Adult asks a child to find something he or she worked with and show the other children how it was used. Everyone then imitates the child's actions and sings about what the child did to the tune of "This is the Way We Wash Our Clothes."

Example #2: While children are sitting in a circle, an adult rolls a ball to a child and sings "David, David, catch the ball and tell us how you worked." Sing this to the tune of "Yankee Doodle." The child who just recalled then rolls the ball to another child and sings along with the adult.



- **Circle or Story Time:**

While playing music, an adult asks the children to choose different ways to move around the circle. A favorite rhyme can also be given a beat and the children can repeat the rhyme while moving around in a circle in the established beat. Story time can include singing or chanting parts of the story together. "Going on a Lion Hunt."



- **Transition Times:**

As children move from one activity to the next, have them sing or chant songs or nursery rhymes. They can also move from one area to another by marching, clapping, etc. Music can be the cue to move to another area.

Reference: "Extensions," Newsletter of the High/Scope Curriculum, March/April 1990, Vol. 4, No. 5.

A-Z IN P.E.

A. Airplane- lie on your stomach, raise arms, head and shoulders off the floor and hold for a count of 5. Repeat

B. Balloon Fun- these are inexpensive items that all students enjoy. Select the larger (12"), heavier weight balloons.

Can you toss and catch it?

Can you hit it and keep it up/do this with a partner?

Can you kick it?

Can you carry it over your head, behind your back, between your knees?

Can you shoot it? Hold it with one hand and pull on the tail or mouthpiece?

Can you hit it with a paddle?

Can you hit it with other body parts?

BODY PUZZLES- Use different parts of the body on a sheet of paper and the students balance on only those parts (hands and feet, elbows and knees)

BUBBLES- Blow bubbles and pop them with different fingers or body parts. Large bubble wands are fun, too. A good recipe uses Joy dish soap, glycerine and water.

C. Crawl-Crawl like a cat or dog on all 4's. Can you crawl on 3 body parts? Commando crawl- lie on your stomach and crawl using arms and legs.

D. Directionality- Move body parts in various ways (up, down, around, fast, slow, shake twist, bend and unbend). Move through space in the same manner and also in a zig zag pattern, move in a circular pattern, forward, backward and sideways.

DOO BEE DOO BEE- Everyone is seated. The leader says, "Doo Bee, Doo Bee, do as I do. The leader then does an action that the group repeats. You can also choose other students and do the movement they do (insert their name and say, "do as _____ does").

E. Exercises - Use them as warm-ups and to help condition or loosen student up before beginning a lesson or to break tension during class. These can be done in many spatial positions: seated, standing, from a chair or lying down. Animal exercises are fun for younger students- have them seated and pretend that various animals are moving down their legs and eating their toes- hold for a count of 3. Choose exercises that will help improve flexibility, strength and cardiovascular endurance.

A-Z IN P.E. (Continued)

F. Finger plays- Incorporate finger plays with body image and awareness activities, use as a cool down after each lesson. I have made finger play puppets (Five Little Pumpkins and Five Fat Turkeys). Younger children relate to a tangible object rather than rote verse.

FISHING GAME- Draw fish and write a movement on each fish. I have mine laminated and use juice lids on the back. A fishing pole can be made out of a laminating tube with a string and magnet on the end. Each child takes their turn fishing and everyone can perform the movement.

G. Grocery Bags (plastic)- GREAT free pieces of equipment. Sit down, place both feet in the bag and perform sit-ups. Potato sack jumps (watch for safety), fill with several blown up balloons and use as a volleyball.

H. Hoops- Use as targets to throw objects into or through, explore moving them in various ways: spin, roll, roll and catch, roll and run through, move through it, roll it on various body parts

HELLO/GOODBYE- This is a good stretching exercise. Everyone is seated on the floor, legs are straight with the toes up and fingers up- say HELLO. Say GOOD-BYE and lie down. Say HELLO and sit up. See if your students can do this using stomach muscles only- hands should not touch the floor.

I. I See, I See- A good quieting activity. The leader says, "I see, I see." Students respond, "What do you see?" Leader, "I see students doing (clapping, touching body parts, etc.)."

J. Jumping - Jump in a variety of ways (high, in succession, over an object, in and out of a hoop, sideways) and jump using a variety of equipment (jump ropes- long and individual ropes, from spot to spot, off a step).

K. Kite Flying- Use store-bought kites or make your own, this is a great peer helper activity.

L. Limbo- Use fun music and see how creatively the students can move under the limbo stick. This is a good recess activity .

M. Music- Use music to help motivate during exercises or during station activities or to transition from each activity or when class is over. (Choose music carefully).

A-Z IN P.E. (Continued)

N. Newspaper Activities- Use large sheets of newspaper to teach throwing, catching, kicking, fine motor activities- crushing and rolling into a ball. Have students stand on it and pretend it's their house, move in/out, around and over the house, move away and near the house. Walk to someone else's house and back home without touching anyone's house or person. Roll the newspaper into a ball and practice throwing and catching it. Play "Clean up your backyard", divide into two teams- use a boundary between them (a rope or cones work well). Students throw the paper into the other yard as fast as they can, on the signal all of the paper is put into a pile on each side - the side with the most paper has the messiest yard.

O. Obstacle Course- set up a variety of activities around the room. It may take several repetitions before the students can independently move through the course. Some fun items to include are: tunnel, balance beam, bean bag targets, spots for stepping or jumping to, ropes to jump over or walk in different patterns.

P. Parachute Activities- Have students make waves fast and slow, high and low. JAWS: In a seated position, with their legs outstretched under the chute, have them make waves- one person crawls under the parachute and is JAWS. Jaws grabs his next victim by pulling on their legs and bringing them under the chute. The first jaws takes a seat on the outside of the parachute and crosses his/her legs to show that their turn is over. TAG - Have one person under the chute and move on their stomach, another child crawls on top of the chute to tag the bottom student, the rest of the class is seated and making waves. TENT- in a standing position, everyone lifts the chute over their head and sits down with the chute behind their back and under their bottom. EXCHANGING POSITIONS- in a standing position, everyone lifts the chute high and on the signal certain students change positions under the chute. There are many books with parachute activities as well as records available. **BE CREATIVE AND HAVE FUN.**

PAPER PLATE ACTIVITIES- These are fun to teach per roller skating techniques. Give each student two plates, they can slide with them, turn in circles or spin on one foot. Have the students skate around the room forwards and backwards. They can also throw them like a frisbee.

Q. Quoits - Similar to deck tennis rings, these can be made from 24" of garden hose formed into a circle and held together with tape. Use these for catching and throwing activities.

R. Ralph the Rag- Use a scarf or handkerchief, tie a knot to form a head. Ralph has come as a special guest to help with exercises. Have Ralph demonstrate sit-ups, twists and toe touches.

RAINBOW RUN- This is a fun way to reinforce colors. On a sheet of paper draw the lines for a rainbow. Hide crayons around the room, under cones if available. The students run around the room finding a crayon to color in each arc of the rainbow. The task is completed when the rainbow has been completely colored- one color per arc.

A-Z IN P.E. (Continued)

S. Stations- Use activity stations to help individualize instruction and to allow for a variety of skill levels. Use stations to reinforce skills. Students may need to move through stations several times before they are independent.

T. Targets- Use a variety of objects as targets to add diversity to your skills and also to include a variety of skill levels. Some suggestions are: trash cans (I have added faces and feet to mine), paper targets for each holiday or unit studied (dinosaurs, colors), hoop, tires, bean bag targets either commercially done or homemade, suspended objects or objects on the floor, cones or bowling pins, milk jugs. Scoring can be done differently for the degree of difficulty involved, similar to an archery target.

U. Under/Over- Teach this concept through movement. Set up obstacles that the students move over and under. Use carpet squares or spots and have them stand over the square, can you get under the square? You can use this idea with body parts or for making patterns (boys move under the square and girls move over the square).

V. Variety is a great motivator. My students like novel equipment or novel activities. We may be working on the same skill for several sessions, but if you change the equipment or target or make up new rules for the activity it takes on a new identity. Have students help to create new ideas or adaptations for old stand-by activities.

W. Walking Patterns- Use tape, rope or lines on the floor to create patterns. Start with a straight line, add wavy lines, curved lines, zig zag and circles. Have students practice walking on their toes, heels, backwards, sideways and forward, heel to toe pattern and a cross-over step.

X, X- Make your body into an X. Work on other midline activities, having students cross midline. Mirror activities- have them do the same thing that you do, twist from side to side and around, wave from side to side, finger plays, body awareness activities.

Y. Yarn Balls- These work well because they're lightweight, easy to handle and if a child is hit by one it won't hurt. For young children have them throw these but use a larger object for them to catch.

Z. Zoo Animals- Can you move like a giraffe? Like a monkey? Have the student make the sound of the animal while they move. Have you ever gone on a "Bear Hunt"? This is a good activity that uses actions and repetition- ask your pre-school teachers for a copy.

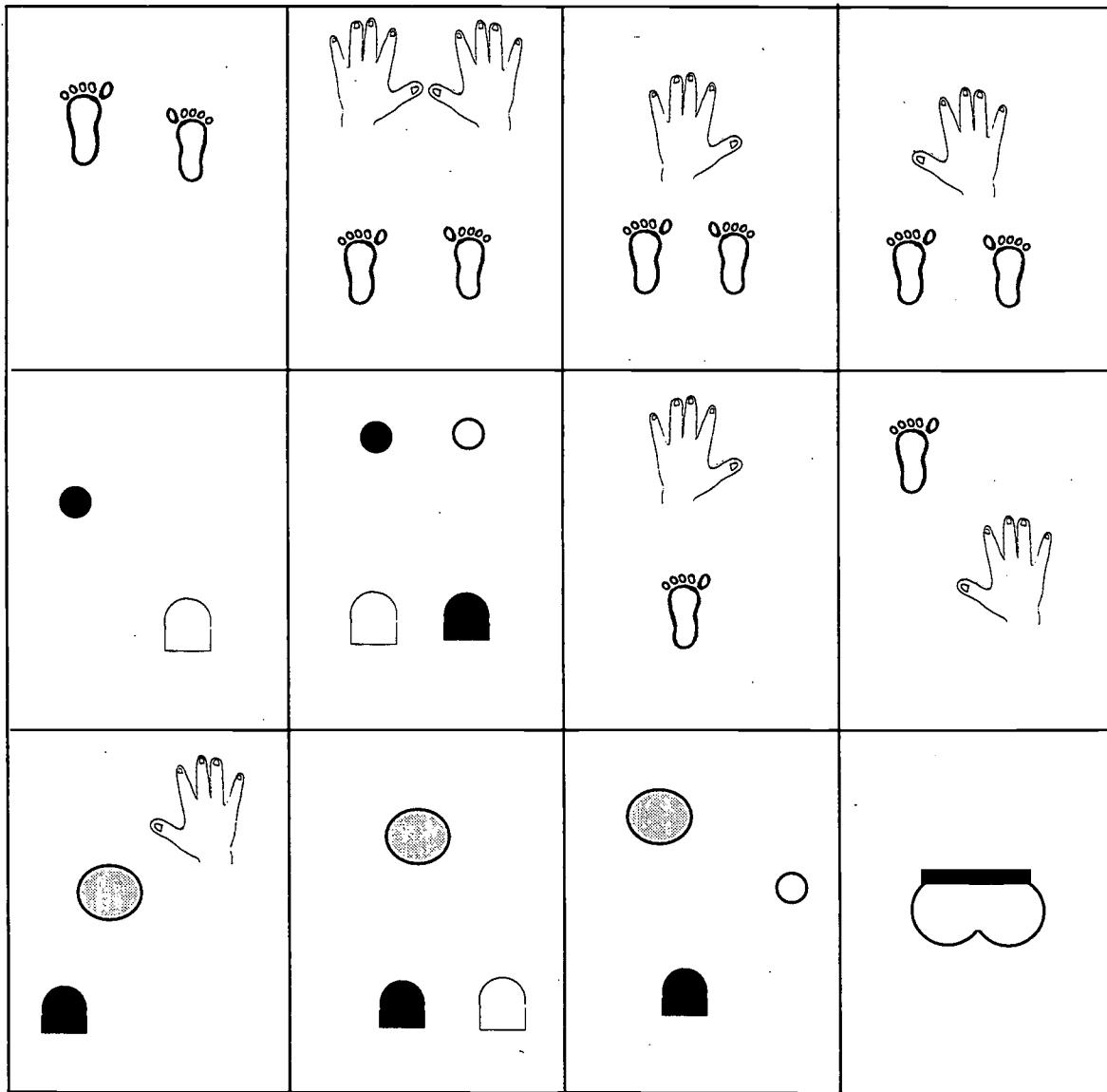
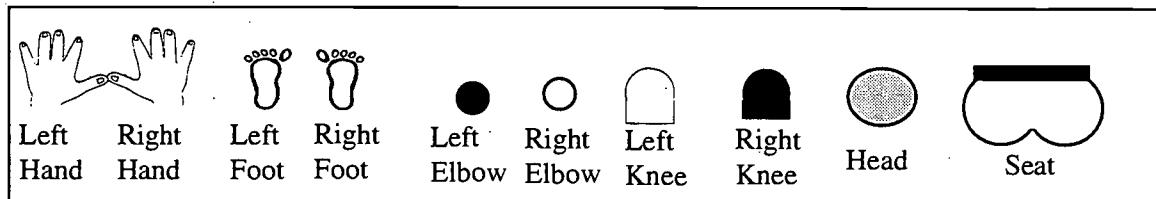
ZOOM- Use a small laminating tube or paper towel tube and thread it through a 50 foot clothesline rope. One person holds on to each end while each child holds the tube and runs down to the other end (they zoom to the other end). You can substitute other movements also. **WARNING**-do not let them run into the person holding the rope or zoom the tube in their hand.

Reference: Robin Olberding, HEARTLAND EDUCATION AGENCY, Ames Branch Office
313 5th Street, Ames, IA 50010

Equipment: BALANCE PUZZLES

Construction:

The following balance puzzles can be made by cutting body part patterns according to the diagram and gluing them on construction paper. Use 11" x 14" construction paper to mount the various puzzles, and then laminate them to increase durability. Cut all LEFT parts out of black construction paper and all RIGHT parts out of white construction paper.



Reference: Robin Olberding, HEARTLAND EDUCATION AGENCY, Ames Branch Office
313 5th Street, Ames, IA 50010

Recess Activities

1. Soft Frisbees - Throw to a target, play catch with a partner
2. Kooshie Balls - Throw to a target, kick them, catch them
3. Bean Bag Target Games
4. Ring Toss.
5. Tic Tac Toe - use a large sheet or chalk to make a tic tack toe, use bean bags as markers
6. Horseshoes
7. Checkers
8. T-Ball
9. Yo-yo- Activities
10. Scoops - Play catch with someone, use a nerf ball or bean bag to catch
11. Ball Tag - Use a larger nerf ball, the person who is it tries to hit someone with the ball.
12. Hopscotch
13. Badminton
14. Jump rope
15. Kickball
16. 4 Square
17. Shoot baskets
18. Tetherball
19. Guard the Castle - Use a bowling pin and a ball, one person guards the pin and another person rolls the ball and tries to knock it down.
20. Cooperative catch - Two people try to catch a ball using a hula hoop.
21. Hula Hoop

SPONGE A PART

MATERIALS: Sponges, cards with various body parts (one body part per card)

OBJECTIVE: Cooperative activity that can be done in any setting.

Using at least one partner, each person chooses a body part card. The sponge is carried from one spot to another using only the body parts listed on the card.

Reference: Robin Olberding, HEARTLAND EDUCATION AGENCY, Ames Branch Office
313 5th Street, Ames, IA 50010

Bodies Bingo

Objective: To complete a BINGO first. You can use either straight line or diagonal bingo.

How to Play: On the signal to start, you find a partner and complete one square, the partner signs the square and you move to another partner and another square. You cannot use the same partner twice in succession.

Do 5 Animal Sounds	Walk Backwards	Mime	Name 10 Colors	Stand On 3 Body Parts
Sing A Song	Run & Touch 2 Walls	Roll Over	Inchworm	Do A Partner Stunt
Sing 2 Nursery Rhymes	Frog Jumps	10, 9, 8.. Blast-Off	Do 3 Push-Ups	Hop on 1 Foot 4 Times
Jump 10 Times	Walk On Your Heels	Wiggle Your Nose	Roll Your Tongue	Skip
3 Legged Race	Walk Back To Back	Sit and Reach	Crab Walk	Gallop

Reference: Robin Olberding, HEARTLAND EDUCATION AGENCY, Ames Branch Office
313 5th Street, Ames, IA 50010

EQUIPMENT THAT CAN BE PURCHASED LOCALLY

(K-MART, WAL-MART, TOYS-R-US)

ITEM

PRICE

DESCRIPTION

Balzac	\$9.00	balloon with a cloth covering
Scatch Mits	\$4.99	velcro mits and balls to catch with
Beach Balls, Punch balls and Balloons		great for learning to catch, kick and strike, soft and slower moving
Fisher Price Roller Skates	\$14.77	fit over the shoe, wheels can lock in the forward position, wheel speed can be reduced
Bubbles and Large Wand	\$4.99 for the wand	great for tracking skills, use a finger to pop them
Roller Racer	\$36.88	sit down on it, move it by maneuvering the hands back and forth on the handlebar, low to the ground
Locomotion Memory		fun card game that combines motor movements with memory skills, good for sequencing
Frisbee Golf (Saucer Golf)	\$9.97	throw frisbees to different spots and score points, outdoor game
Dr. J Basketball Hoop, or Little Tykes Plastic Hoop		good for indoor or outdoor play, adjustable height
Koosh Balls		textured balls, good for catching and throwing
Woosh Ring	\$5.94	soft frisbee, used for throwing, outdoor toy
Soft Bats and Balls	\$2.97	good for learning striking skills, may use a batting T also
Fling Thing	\$3.94	inflatable soft disc
Boom Paddle and Balls		oversized table tennis paddle, makes noise when the ball hits

Equipment that can be purchased locally (continued)

String Racer		object flies on a string, can pick up small objects
Frog Ball Flyer Nerf Ping Pong		frisbee with frog legs indoor ping pong game
Paddles Jam Ball		stick with suction cup to throw and catch ball
Roll-A-Roos		rolls and makes a tweety bird sound
"Board" Basketball		push buttons to shoot a little ball into a basket
Splash out		ball with a water balloon inside. You throw and catch the ball- a timer inside eventually pops the balloon. Similar to hot potato
All Sport Balls		4 balls come in a tennis ball can. They are tennis ball size but look like soccer balls, basketballs, etc.
Blasto		squeeze the handles together and blows out large bubbles
Electronic Soccer		
Yard Tennis Game		outdoor game of throwing accuracy
Roo Balls		large, soft balls that bounce
Badminton		2 paddles- you can place the paddle on your hand and throw the suction cup birdie to a partner, or use the paddle as a target and toss the birdie to it.

Reference: Robin Olberding, HEARTLAND EDUCATION AGENCY, Ames Branch Office
313 5th Street, Ames, IA 50010

PHYSICAL EDUCATION EQUIPMENT WITH ALTERNATIVE USES

1. Folding Mats:

Privacy Screen to decrease distractibility
Stack and use as jumping platforms



2. Chinning Bar:

Use chinning bar to suspend balls or hang child from knees. Adjust height of chinning bar to gradually increase hanging height and drop.

3. Hanging Rope:

Pull up to sit on knot; seated and swing
Pull to stand - dynamic balance; stand on knot and swing



4. Beanbags:

Tie fishline on corner of beanbag and then to wheelchair. PH students can then retrieve independently.



5. Playground Balls. Fun Balls. Any Old Balls:

Use the semi inflated or old underinflated balls to suspend, or roll. When balls are somewhat flat, you cut down on teacher/child chase time.

6. Yarn Balls:

Generally fly true and decrease fear of catching
A good equalizer for dodge ball



7. Punch Balls:

Tie to child's hand to get attention
Hit back and forth with ping pong paddles on ping pong table
Use with bat in "softball" game; substitute for volleyball
Excellent for skill training



8. Beach Balls:

Use to throw and catch over a net
Suspend - the colors seem to increase attention
Use varying sizes - the larger ones encourage push
Slows pace of volleyball game



9. Cage Balls:

May be used as therapy ball; wheelchair soccer; earthball volleyball



10. Hula Hoops:

Suspend from basketball nets as a target; tape to the wall as a target
Pull child on scooter with hoop; use as "personal space" marker



11. Car Size or Larger Inner Tubes:

Inflate cover with canvas and use as tramp; inner tube sandwiches
Most people standing on an inner tube contest

PHYSICAL EDUCATION EQUIPMENT WITH ALTERNATIVE USES (Cont'd)

12. Jump Ropes:

Tie to low eye hook in gym and child may pull himself on scooter

13. Scooters:

Use with child prone, seated, kneeling, or with a box on the scooter to support sitting; quick way to move large pieces of equipment

14. Flag Football Belts:

Use to keep child on scooter

Use to attach "rumble rumba"

15. Balance Beam:

Tie a jump rope underneath the balance beam. The child can pull along the floor on his back. The child may also pull or push along the length of the beam while seated on it.

16. Cones:

Batting tees

Obstacles, cut out two notches and place a dowel rod between them for over/under activities or scooter obstacle course.

17. Bowling Pins:

Skittle bowl; set around a child for body bowling

Use as targets for a thrown ball

18. Suction Darts:

Drop into hula hoop

19. Whiffle Balls:

Fill with jingle bells for the visually impaired child

Use different color whiffle balls to increase student's attention

Reference: Savel, Ann J. and Leme, Sally A. *A GYM Program - Guide for Young Mentally Retarded Students*. Grant Wood Area Education Agency: Cedar Rapids, Iowa (1986).

HOUSEHOLD OR INEXPENSIVE ITEMS WITH ADAPTIVE USES

1. Vibrator:

Deep muscle massage
Tactile stimulation



2. Hair Blower:

Move balls with airflow

3. Laundry Cart:

Good way to move equipment and store it
Fun way for younger students to get a ride

4. Mimeograph Paper Boxes:

When full of paper they make good jumping platforms

5. Ladders:

Place on bicycle tires to decrease slide and use for balance activities
Wheelbarrow down sides of ladder



6. Mirrors:

Increase attention

7. Jingle Bells:

Stuff in whiffle balls

8. Dog Toys with Bells:

Auditory stimulation

9. Clothespins:

Body part identification; pincer grasp



10. Ping Pong Balls:

Suspend on a thread
Blow across table to increase breath control

11. Plungers:

Stick to wall to suspend balls



12. Balloons:

Object interception
Slows action



13. Squirt Bottles or Hair Dye Bottles:

Water play

14. String or fishing Line:

Attach to balls or beanbags for easy retrieval

15. C-Clamps:

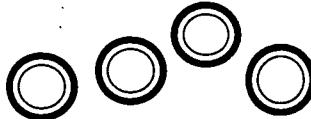
Suspend objects from the ceiling

HOUSEHOLD OR INEXPENSIVE ITEMS WITH ADAPTIVE USES (Cont'd)

- 16. Bicycle Inner Tubes:**
Weight Training Activities



- 17. Bicycle Tires:**
Same uses as hoops, only they are free from a bike shop. Check for wires to reduce risk of injury



- 18. Car Size Inner Tubes:**
Cut a width of the inner tube and loop it through the center sprocket of a tricycle pedal and you have a pedal adapter



- 19. Car Tires:**
Balance activities
Good for supported sitting

- 20. Plastic Door Runners and Colored Contact Paper:**
Body parts puzzle or footprint, handprint, knee print, head print tiles



- 21. Old Nylons:**
Stuff mush balls with them; stretch over hanger for lightweight racquet

- 22. Egg Timer:**
Game time limits

- 23. Flashlights:**
Visual tracking

- 24. Cardboard Boxes:**
All sizes - knock them over, roll in them, hide things or students in them



- 25. Cardboard Blocks:**
Targets



- 26. Bandanas:**
Blindfolds

HOUSEHOLD OR INEXPENSIVE ITEMS WITH ADAPTIVE USES (Cont'd)

- 27. Blow-up Punch Bag:**
Use as a target - high reaction

- 28. Sandbags:**
Positioning aid

- 29. Handballs:**
Good for CP students as the weight helps them release

- 30. Rubberbands:**
Use to suspend punch balls or beach balls. A minimal hit creates lots of action!

- 31. Milk Jugs:**
Rumble Rumba
Scoops

- 32. Masking Tape:**
Tactile discrimination and body awareness

- 33. Towels:**
Partner catch and toss activities

- 34. Old Tube Sox and Tennis Balls:**
Schmerlitz - catch it by the tail

- 35. Chiffon Scarves:**
Juggling

- 36. Deck Tennis Rings:**
Loop a rope through the ring and students may hold the ring and be pulled on scooters
They also make good ball holders

Reference: Savel, Ann J. and Leme, Sally A. A GYM Program - Guide for Young Mentally Retarded Students.
Grant Wood Area Education Agency: Cedar Rapids, Iowa (1986).

Preschool References

A Teacher's Guide to Including Students with Disabilities in Regular Physical Education

Martin E. Block

Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, Maryland 21285-0624
1994 Edition - \$37.00

Changing Kids' Games

G. S. Don Morris and Jim Stiehl
Human Kinetics
P.O. Box 5076
Champaign, Illinois 61825-5076
1989 Edition - \$20.00

To Move To Learn To Grow

Bill Stinson
W & W Press
1413 Luther Street
P.O. Box 1452
Emporia Kansas 66801
1989 Edition - \$19.00

follow me too

Marianne Torbert and Lynne B. Schneider
The Leonard Gordon Institute
3306 Midvale Avenue
Philadelphia, Pennsylvania 19129-1414
1993 Edition - \$25.00

The Cooperative Sports and Games Book

Terry Orlick
Random House, Inc.
400 Hahn Road
Westminster, Maryland 21157
1978 Edition - \$15.00

Creative Play Activities for Children With Disabilities

Lisa Pappaport Morris and Linda Schulz
Human Kinetics Books
P.O. Box 5076
Champaign, Illinois 61825-5076
1989 Edition - \$14.00

Preschool References

Terrific Me, No Fail P.E.

Nancy Conkle

Nancy E. Conkle

15214 Faubion Trail

Leander, Texas 78641

1991 Edition

"Not sure if you can order this book without going to one of her workshops"

Jump for Joy

Myra Thompson

Parker Publishing Company

Career and Personal Development

West Nyack, N.Y. 10994

1993 Edition - \$28.00

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